

GUIDE STEPS FOR SUSPENSION, IAES, OR CHANGE IN PLACEMENT (F-4)

This form is used to determine if the required procedures were followed when a student is **suspended for more than 10 school days (consecutively or cumulative)**.

The following is a guide for the number of files to review using the F4.

No. of students suspended for more than 10 school days	Less than 10	More than 10
No. of files using the F4	3-5	8

Information from the F4 must be transferred to the Summary of Findings. If a computer is used for data entry, the program will automatically insert the information into the SOF. If data are to be recorded by hand, the information from the F4 must be transferred to the Summary of Findings by hand.

SOF Location	Instructions
V.B.4.a	<p>The parent must be notified on the same date that the decision was made to suspend the student.</p> <p>Method: Review the student's file to determine if there is documentation that the parents were contacted in person or by telephone. This contact must be made on the same day as the action.</p> <p>If such a record is found, mark this item in compliance. If no record is found, mark this item in non-compliance.</p>
V.B.2.b	<p>The parent must receive a copy of the procedural safeguards.</p> <p>Method: Determine if a copy of the Procedural Safeguards was provided to the parent immediately following the disciplinary action. This may be by mail if the parent notification was by telephone.</p>
V.B.4.b	<p>An IEP Meeting must be held within 10 calendar days of the decision to remove the student from his/her regular placement for more than 10 school days.</p> <p>Method: Determine the date of the decision to remove the student. Determine if an IEP team meeting occurred within 10 calendar days. The information may be contained in a new IEP dated within 10 calendar days of the student's removal or there may be minutes of the meeting if no new IEP was necessary.</p> <p>A meeting notice inviting the parent to an IEP meeting is not sufficient. If no evidence of a meeting is available, this item is in non-compliance.</p> <p>If there is evidence of a meeting, but it was held more than 10 calendar days after the removal, or the required participants did not attend, this item is marked in non-compliance.</p>

SOF Location	Instructions
V.B.4.c	<p>If the suspension results in a change of placement, the IEP team must hold a manifestation determination meeting to determine the relationship between the child's disability and the behavior.</p> <p>A change of placement occurs when:</p> <ul style="list-style-type: none"> • The suspension is for more than 10 consecutive school days or • The child has a series of removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of factors such as the length of each removal, the total amount of time the child is removed, and the proximity of the removals to one another. <p>Method: If the IEP team conducted a review and made a manifestation determination, this item should be marked in compliance. This is true even when the review is flawed in one or more of the required components.</p> <p>If there is no documentation that a meeting occurred or if no determination was made, this item would be in non-compliance.</p>
V.B.4.d	<p>Discussion of all of the following components is required, therefore the monitor should evaluate each component. If any of the components are not documented, this item is marked O.</p> <ul style="list-style-type: none"> • FBA (Functional Behavior Assessment) and a BIP (Behavior Intervention Plan) were developed or reviewed and modified as necessary • Consideration of evaluation and diagnostic results and information provided by the parent; observation of the student • Determination of the relationship between behavior and disciplinary action • Determination of appropriateness of the IEP and educational placement • Consideration of the ability of the student to understand the impact and consequences of the behavior • Consideration of the ability of the student to control the behavior • Determination that the misconduct was not caused by or substantially related to the disability • Determination of the IAES or other setting appropriate for the student. <p>Method: The written report should include discussion of all of the above components.</p> <p>If any of the components are not documented, this item is marked O.</p>
V.B.5.a	<p>After any student has been suspended for more than 10 school days (cumulative or consecutive) during the school year, he/she must have access to the general curriculum during subsequent suspensions.</p> <p>Method: Review the student's file to determine if a new IEP was written indicating how this will occur. If a new IEP was not written, there should be meeting notes or other documentation regarding what services will be provided and how they will be provided.</p>

SOF Location	Instructions
V.B.5.b	<p>Any student who has been suspended for more that 10 school days (cumulative or consecutive) during the school year, must continue to receive services and adaptations (including the behavior plan) described in the IEP during suspension.</p> <p>Method: See above.</p>
V.B.5.c	<p>Any student who has been suspended for more that 10 school days (cumulative or consecutive) during the school year must continue to receive FAPE during suspension.</p> <p>Method: If items V.B.4.e and V.B.4.f are in compliance, determine that the services are at no cost to the parents. If either of these items are in non-compliance, this item is in non-compliance.</p>